DOCUMENT RESUME

ED 208 430 CS 503 573

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TITLE Enriching the English Curriculum through Oral Communication and Career Skills.
PUB DATE Feb 81
NOTE 34p.; Paper presented at the Spring Conference of the South Carolina Council of Teachers of English (Columbia, SC, February 21, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Awareness; *Classroom Techniques; *Communication Skills; *Curriculum Development; Employment Potential; *English Curriculum; High Schools; *Interpersonal Competence; Job Skills; Speech Curriculum

ABSTRACT

Ways of enriching the high school English curriculum with instruction in oral communication and career related skills are presented in this paper. The suggestions include activities for developing skills in basic public speaking, listening, social awareness, educational awareness, economic awareness, group discussion, letters of application, job applications, job interviews, taking tests for employment, developing self-confidence, and maintaining proper attitudes for a successful life. In addition to a discussion of the seven basic elements for career awareness, the paper offers a framework for presenting certain activities at different grade levels. An outline of skills to be taught in grades nine through twelve, checklists for surveying student attitudes, case studies for promoting class discussions on various topics, and other instructional materials related to developing career awareness in the high school English/speech classroom are appended. (RL)

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ED208430

ENRICHING THE ENGLISH CURRICULUM

THROUGH

ORAL COMMUNICATION AND CAREER SKILLS

Paper presented at the South Carolina Council of Teachers of English
Spring Conference
Columbia, South Carolina
February 21, 1981

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ENRICHING THE ENGLISH CURRICULUM
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ORAL COMMUNICATION AND CAREER SKILLS

Suppose that I stood before you and spoke very softly, mumbled my words, and perhaps even stammered. Would you listen attentively? No matter how valuable the information that I have to offer might be, you would be turned off because I would be lacking in self-confidence and the basic communication skills to get my message across.

Unfortunately, many people don't have a chance to live life to its fullest and reach their full potential in their chosen careers because they have not learned to communicate effectively. Although I have observed this occurrence countless times in everyday situations, the true lack of this essential skill was driven home to me when I recently served on jury duty. Many people were visibly intimidated to simply stand, give their name, occupation, and the occupation of their spouse. I almost cried for some of them. Who is to blame for this situation? We are! It seems as though speaking is the forgotten language arts skill.

Our students spend plenty of time with the receptive skills of reading and listening, especially listening to us. I do hope the students are spending plenty of time with the productive skill of writing, but speaking activities are ignored. Some teachers claim that they just can't seem to fit speech activities into their course content, or they run out of time, or that if students are interested in public speaking they can just take a course in it as an elective.

Sure, about 25-30 students per year can take that speech course. Great for them! What about the other students? Isn't one of our main objectives in the educational profession to teach all of the students who in turn will become productive citizens working to their full potential?

As an educator, it is disenchanting to realize that speech activities, an integral part of the language arts curriculum, are ignored in many English classes. This startling fact leads to the realization that career education is also overlooked. I would like to remind all of you that the most wonderful part of being an English teacher is that we work in a subject area which has to be one of the most, if not the most, flexible as far as areas of study and the ways we approach those areas. Keeping these facts in mind, I am going to present ways to enrich your English curriculum through implementing oral communication and career related skills.

Ideally, if you can work together as a department, you would gradually introduce oral communication and career related skills in each grade level. From glancing at the proposed curriculum (Appendix Page A), you can see that I have designed it moving from the most basic skills to the more complex. I am merely suggesting ways to introduce: basic public speaking, listening skills, development of social awareness and good interpersonal relations, the decision making process, career awareness, educational awareness, economic awareness, group discussion, letters of application, job applications, resume skills, job interviews, taking tests for employment, in addition to developing self-confidence and proper attitudes for a successful life.

The reason I have designed a curriculum is so that every teacher doesn't teach the same skills year after year at the sacrifice of others. Also, to do all of this in one year might be too demanding for some of your programs, but it can be done in this way if you so desire.

At this point I would like to briefly acquaint you with the seven basic elements for career awareness. They include:

1. Social awareness-learning to get along with others, and to accept criticism
2. Self-knowledge-to see yourself as a unique individual
3. Decision making- acquiring basic skills in problem solving
4. Career awareness- to acquaint the students with a wide variety of occupations
5. Educational awareness-to learn how school subjects are related to daily life and the world of work
6. Economic awareness-to learn to differentiate between what is available, what is needed, and what is a luxury
7. Attitudes and Appreciation- to learn to develop healthy attitudes toward careers, work, and the people encountered.

(Career Development, 1974)

You will find that you are already teaching many of these elements in your daily lessons. By pointing them out to you, it is hoped that you will discover additional ways to place emphasis on them.

In the ninth grade you will want to establish an atmosphere where the students will be relaxed, mutually respect each other, and trust each other. This is the first way in which you will introduce social awareness to the students. It is impossible to stand up to speak to a group where this respect is lacking. Before the student

gives his or her first formal speech, the teacher should allow an opportunity for impromptu speaking. Students could pull topics from a hat and stand before the class and speak briefly on one. Such topics could include:

School is.....

War is.....

I love to.....

Poverty is.....

What really bothers me is....

Prejudice is....

At this point the student is ready for his first formal speech which should be done in an outline format with a clear introduction, body, and conclusion. A phrase outline works well because they will use the key phrases to jog their memories. I explain that each portion of the speech has a function as specified below.

I. Introduction
   A. Here you get the listener's attention.
   B. Clearly state your central idea here.

II. Body
   A.
   B. Each capital letter is a main point in your speech.
   C.
   ETC.

III. Conclusion
   A. Here you briefly summarize your main points.
   B. Make a final statement here.

The beautiful part about requiring an outline for public speaking is that the students will not tend to want to go before the class and read their speeches.

After I teach public speaking, I go into a unit on outlining and composition skills. You will find that organization is less of a problem now.

Listening is another skill which is covered in the public speaking unit. Those students who make up the audience should be filling out critique sheets as their peers are speaking. These critique sheets should be designed to meet your needs. Some things to include are: posture, grammar, articulation, was the main idea clearly stated?,etc. Each speech could be followed by a peer discussion of the things done well and the areas which need improvement. When you have established a good class atmosphere prior to the first speech, the students really open up to each other and are very kind but do strive for excellence. The necessity to relate to others is firmly established at this point, and this is the first step in becoming aware of the importance of interpersonal relations. This awareness should grow as the students mature and encounter new situations.

In tenth grade a great deal of effort is spent in getting the student to know and understand himself as well as how to relate to others. Career exploration is also included. Students need to become aware of their values and needs (Appendix B & C). Have the students complete the previously mentioned sheets and point out to them that we all have different needs, and it is important to recognize those needs. You may want to discuss some career choices at this time.

Now you are ready to introduce a group discussion format and the decision making process. Stress that in group discussion we are all striving for the common good and the best possible solution to a problem. Discussion and debate are opposites and be sure that

the students realize this. We respect the opinions of others. Introduce leadership roles, the important function of keeping the discussion on the right track, and the importance of not letting one person dominate the group. The decision making process is an integral part of group discussion and consists of these steps:

1. Have the students sit in a circle and select a problem which is of interest to them. Make sure that the group clearly states the problem.
2. What are the causes of this problem?
3. Who is harmed? To what extent?
4. Discuss all of the possible solutions.
5. Select the best possible solution.(The best possible solution will eliminate all or most of the causes and harms.)

You can also encourage your students to use these decision making skills when encountering personal problems. It is important for high school students to learn that they have some control over what happens to them. They can control the actions they take, the decisions they make, and in general their futures. As adults we take this sort of thing for granted, but some students do not realize that they are responsible for their own actions and the outcomes of their behavior. If you doubt this statement, you are forgetting about some common adolescent laments, such as, "Hey, Mrs. Doe, how come <u>you</u> failed <u>me</u>!" Need I say more?

The group discussion format and experience will also help the students to participate effectively in church and civic organizations now and as they get older. This experience will also help them in the development of interpersonal relations.

The decision making process works well with the study of literature and many other areas in the typical English class. For example, you can analyze the resolution of a major character's dilemma through application of the five steps previously stated. The decision making process is applicable in student writing, open ended plays, rap sessions, or a particular problem which is of immediate concern to you and the class. If the classroom climate is right, and a true spirit of understanding interpersonal relations exists, you will be amazed at how the class comes alive.

The tenth grade also sets the stage for career awareness. You can acquaint the class with a wide variety of occupations during the study of literature through the utilization of community resources. For example, after one short story which dealt with detectives, we invited a detective to the class to talk to the students. It was a wonderful experience in which the students asked just about every question imaginable. You will be amazed at how willing various people are to come and address your class. Lawyers, newspaper reporters, social workers, representatives of the major industries in your area, and a host of others all contribute to career awareness.

Other activities include having the student select a career, interviewing a person involved in that line of work, and coming to class dressed as that worker and presenting his report. Students could investigate a local industry, in small groups, and act out the various jobs they observed. Look at all of the skills that you are incorporating in these lessons: career awareness, research, oral communication, and interpersonal relations through group work.

You can also combine career awareness with writing skills. For example, have the students write a friendly letter about a part-time job that they have or would like to have. You could then teach proper ways of addressing an envelope and have the student mail it to another person in the class. You might also want to teach the proper ways to respond to friendly letters. Do you see what I mean when I say that the beauty of the English curriculum is its flexibility? English classes don't have to be boring, and they are easily made relevant to the real world without ignoring basic skills.

In the eleventh grade, I have stressed educational awareness, economic awareness, and career awareness through research. In educational awareness our objective is for the students to learn how school subjects are related to the world of work. Use a group discussion format, and your topic will be: Do I need a high school diploma to pursue a career that I am interested in? Give out sheet C in the appendix and have the students rate themselves individually. Then discuss:

1. Do I need a high school diploma to pursue my career interests?
2. What courses bill best prepare me for entry into my chosen field?
3. What are the alternatives if I do drop out?

(Career Education: A Mini-Curriculum)

Pass out the case studies (Appendix sheets D & E). Discuss these using the questions on the sheets as a guide.

For economic awareness pass out the need indicator (Appendix B) and delve deeply into what the particular needs are for each student

and how they relate to possible career choices. A small group discussion should follow where the students discuss their needs in terms of jobs available to them. Students should also look at the life style they desire in terms of their career interests. The teacher should encourage their students to be realistic in terms of what they desire and how they can begin to prepare now for their future careers especially academic preparation.

Now we are ready to assign research projects. Using the guide supplied in the appendix (Sheet F) the student is ready to research his chosen career. This outline (Appendix F) is versatile in that it can be used in a number of ways. In its basic form it can be used merely to teach outlining skills with all of the gathered research reported in outline form. The outline can also be used to teach the development of the longer paper stressing organization and developing transitions. You may want to change a few aspects and use it as the basis of a research paper. Oral reports can be given following student research to expose the entire class to a variety of careers. Don't be surprised if, after much research, some students decide that such and such a job just isn't for them. How you handle this research project will be largely dictated by the type of students you are teaching. I have had beautiful results using this with vocational students to teach outlining skills, paragraph construction, and the development of the longer paper.

In the twelfth grade all of the activities are concentrated on preparation for the world of work. Even the college bound student

needs this preparation because these students usually have immediate application of these skills through letters of application for college admission procedures, part-time jobs, and an increasing number of students are involved in co-op programs where working is a part of their studies.

First of all, seniors should have experience writing letters of application. Have the students read want ads, select a job, and write a letter of application for that job. Any business letter format is acceptable as long as these four points are stressed:

1. Mention the job that you are applying for and how you heard about it.
2. Indicate your age, educational background, and experiences which are relevant to the job you are applying for.
3. Give references, at least three, either here or in an attached resumé. Be sure to include addresses.
4. Make sure that you take a step toward securing action by stating your availability for an interview.

Job applications and resumé construction are the next order of business. I suggest teaching a basic resumé style and then pointing out that a resumé will vary according to your work experience and the kind of job that you desire. For job applications I suggest that you go to local employers for a variety of applications. Much of the language on job applications is vague and completing a variety of applications will be beneficial to the students. There are numerous publications which can be purchased with just about every type of application imaginable. It would be helpful to give your students guidlines (Appendix G) for completing job applications.

If at all possible give students practice in taking tests for employment. The booklet, Career Education: A Mini-Curriculum, contains one such test. I would like to add, many of the sheets in the appendix came from this booklet and were reproduced by the permission of Mr. Robert S. Moore, Guidance Consultant, South Carolina Department of Education. Each public school in South Carolina should have one or two copies in their guidance office.

The students are now ready for the job interview. It would be an excellent idea if they referred back to the research project of the previous year because a thorough knowledge of the job would be necessary. In this exercise the students will work in pairs, write the interview, and act it out before the class. One student would be the employer and one the prospective employee. Give the students guides (Appendix H, I, J) as to what to expect from a job interview. Be sure to stress proper attire (Appendix K & L) and mannerisms. It is a good idea to have the students come to class dressed as if they were actually reporting for a job interview. I have found that students tend to feel that if you are being interviewed for a blue-collar job that they should go to the interview in old clothes suitable for the actual job. This myth needs to be negated.

Once people get jobs they have to keep them. Attitudes and appreciation are keys to success in the world of work. Discuss the importance of a proper (Appendix O) attitude as it relates to job success. Case studies (Appendix M, N, P, Q) serve as an excellent guide again using a group discussion format.

This concludes my presentation. I hope that my suggestions

will be helpful to you. Please feel free to use them in your classes. I hope that all of us can better serve the students in our schools by preparing them to be productive citizens and guiding them toward achieving their full potential. Using oral communication and career related skills in the English curriculum will certainly be stepping stones along their roads to success.

BIBLIOGRAPHY

Career development. Columbia: South Carolina State Department of Education, 1974.

Career education: a mini-curriculum. Coulmbia: South Carolina State Department of Education.

APPENDIX

CURRICULUM

I. Skills to be taught in grade 9 include:
   - A. Groundwork for establishing social awareness
   - B. Groundwork for developing good interpersonal relations
   - C. Basic public speaking skills
   - D. Listening skills

II. Skills to be taught in grade 10 include:
   - A. Continued development of social awareness and interpersonal relations
   - B. Development of self-knowledge
   - C. Decision making process
   - D. Introduction to career awareness

III. Skills to be taught in grade 11 include:
   - A. Development of educational awareness
   - B. Development of economic awareness
   - C. Development of career awareness through research

IV. Skills to be taught in grade 12 include:
   - A. Writing letters of application
   - B. Completing job applications
   - C. Writing a resume
   - D. Taking tests for a job
   - E. Job interviews
   - F. Developping the proper attitudes for job success

RATE THE SATISFACTIONS YOU NEED

Put a plus (+) to the left of each satisfaction that goes together with one of your strongest needs, and a minus (-) to the left of each satisfaction you do not seek. Circle the 3 to 5 satisfactions you want most from your job.

___Feeling important
___Working with words
___Being told what to do
___Releasing energy through activity
___Being treated like a person
___Working with numbers
___Getting attention
___Doing routine work
___Being a member of a group
___Having responsibility
___Working slowly
___Helping other people
___Being challenged intellectually
___Feeling sure of keeping your job
___Working with your hands
___Feeling proud of yourself
___Knowing why you are doing something
___Being liked by co-workers
___Achieving your ambition
___Working with things
___Being judged fairly
___Competing with others
___Feeling self-confident
___Doing precise work
___Becoming well known
___Having time and energy for other activities
___Exercising leadership
___Feeling suited to your work
___Running occasional risk
___Being creative or original
___Influencing people
___Moving about at your work
___Feeling morally worthy
___Eating good food
___Liking your co-workers
___Seeing the product of your work
___Feeling independent
___Always knowing what's next
___Dealing with people
___Being able to express your ideas
___Feeling safe from accident
___Making your family proud of you
___Traveling as part of your work
___Not having responsibility
___Doing things skillfully
___Talking to co-workers
___Doing an honest day's work
___Talking to others
___Encountering unexpected tasks
___Feeling a part of something big
___Having convenient working hours
___Doing things on your own
___Mastering an area of knowledge
___Feeling loyal to others
___Doing a variety of things
___Being promoted
___Working in pleasant surroundings
___Having authority over others
___Doing work of value to society
___Using your capabilities
___Sensing order in your life
___Telling others what to do
___Liking the work you do
___Being with other people
___Dealing with ideas
___Feeling useful and needed
___Enjoying daily accomplishments
___Doing things others can do
___Gaining aesthetic enjoyment
___Working by yourself
___Having your work praised
___Working fast
___Gaining prestige in your community

Career Education: A Mini-Curriculum, South Carolina Dept. of Education.

VALUE AND NEED INDICATOR

BELOW IS A LIST OF VALUE AND NEED STATEMENTS. PLEASE READ EACH STATEMENT CAREFULLY AND RATE IT AS:

1	2	3	4
STRONGLY AGREE	MILDLY AGREE	MILDLY DISAGREE	STRONGLY DISAGREE

CIRCLE ONE

1 2 3 4	1. I really like to go to school.
1 2 3 4	2. School helps a person to meet the practical problems of life.
1 2 3 4	3. I would rather do hard work than go to school.
1 2 3 4	4. When I am in school, my mind wanders to more interesting things.
1 2 3 4	5. Students should be given more freedom than they get in school.
1 2 3 4	6. Most teachers take a personal interest in their students.
1 2 3 4	7. When students fail, it is usually their own fault.
1 2 3 4	8. I like to solve problems.
1 2 3 4	9. I study before I do things just for fun (i.e., watching TV).
1 2 3 4	10. When I run into a situation I cannot understand, I forget it and do something else.
1 2 3 4	11. It is better to get a job than to spend time studying.
1 2 3 4	12. I don't like the idea of having to work for a living.
1 2 3 4	13. I believe it is a privilege to go to school.
1 2 3 4	14. Students should always obey the rules of their school.
1 2 3 4	15. Anytime I get into a discussion, I continue to think about unanswered questions afterwards.
1 2 3 4	16. To get a job today, a young person needs all the education he can get.
1 2 3 4	17. I hate to study.
1 2 3 4	18. I find it hard to concentrate on what I am doing.
1 2 3 4	19. I go to school only because somebody makes me.
1 2 3 4	20. I would rather solve a difficult problem than have someone tell me the answer.
1 2 3 4	21. If I start a puzzle, I work on it until I get the answer.
1 2 3 4	22. Winning and losing in games helps to prepare individuals for the competition they meet in daily life.
1 2 3 4	23. Most teachers do a good job of explaining difficult subjects.

Career Education: A Mini-Curriculum, South Carolina Dept. of Education.

ALBERT JORDAN

Albert Jordan is in the 11th grade and very unhappy with school. He is an average student, but lately has been making failing grades in algebra and history. He feels one teacher really doesn't care and the other "has it in for him." However, he is doing very well in chemistry and has an overall C+ average.

The only thing really holding Albert in school is his interest in sports. He is on the track team, and was also chosen for All-State team during the last basketball season. He has high hopes of getting a scholarship in basketball to attend college and major in Health and Physical Education. His coaches feel he has a very good chance to get a scholarship, providing he keeps his grades up. But with things going like they are in algebra and history, Albert feels he might as well give up and go to work. His friends have offered to help him, but he feels the teachers wouldn't pass him anyway.

QUESTIONS TO CONSIDER:

a. How could Albert best use school in this case? Or could he?

b. Who could be hurt most by Albert's dropping out of school? Him or the school, teachers, coaches, etc.?

c. What should Albert do?

ALICE MENDEN

Alice Menden is now in the 9th grade and has just left the office of her counselor after making her 4 year plan. She thinks she wants to go to college after graduation and major in Business Education.

Her counselor has suggested several courses that she should take in her high school years, but Alice wasn't so sure that she wanted to take these courses. She felt that general science and general math were sufficient for someone who wanted to teach clerical skills, and would rather take more clerical courses herself. The counselor had tried to schedule Alice for algebra and trigonometry and chemistry, but Alice thought these courses would be too hard or too dull.

Alice made her own list of subjects to be taken. These include:

General Math	Typing	P.E.
General Science	Shorthand	Accounting
Biology	Office Practice	Office Machines
English	Chorus	Business Law
Drama	History / Civics	

QUESTIONS TO CONSIDER:

a. Was this a practical plan for Alice, considering her goals?

b. Will she meet college entrance requirements?

c. Would you advise her to change her plan? If so, how?

Research Guide

I. Descriptive Information

A. Kind of job
1. Title
2. Description of duties

B. History of job

II. Preparation needed by you

A. General education required
B. Is a training period required?
C. Requirements for admission to schools
D. Are there any limitations on the number of students enrolled?
E. Cost of training (Include scholarships, fellowships, loans, and part-time work if they are available and apply to your job.)

III. Personal Qualities Needed

IV. Working Conditions

A. Hours
B. General surroundings
C. Safety conditions

V. Compensation

A. What annual earnings might one expect at first?
B. What are the average earnings in the field?
C. Over what periods of time are increases in earnings expected?
D. What annuity or retirement provisions are in effect?
E. Are there other compensations? (Include such things as vacations with pay, group insurance, sick benefits, etc.)

VI. Advantages of this job

VII. Disadvantages of this job

VIII. Competition

A. How crowded is this field?
B. Number of males and females engaged in this occupation
C. Racial composition of work force

HINTS FOR COMPLETING APPLICATIONS

1. Read directions carefully and follow them exactly.
2. Use a pen (take your own) and print clearly and neatly. Think your answers through before you start to write.
3. Answer all questions honestly and completely.
4. Print "N.A." (not applicable) after questions that do not pertain to your situation.
5. Be sure to give your complete address. (Persons from other towns may also be applying.)
6. If you are asked what salary you would accept, you may put "OPEN" if you don't know what an appropriate salary for that job should be.
7. You may list part-time and summer jobs under "Work Experience," unless otherwise stated on the form. Note that usually you are asked to list the most recent job first, then regress in time. (Have your completed form ready, so you won't guess about the names and dates of past employment.)
8. Be ready to give your reason for wanting this particular job.
9. Be sure you know the date.
10. If you are asked for your signature, WRITE-- do not print-- your name.
11. If you can get some application blanks beforehand, practice completing them. Have someone check your work and make suggestions.
12. Personal references are important. Be sure you have at least 3.

Career Education: A Mini-Curriculum, South Carolina Department of Ed.

INTERVIEW QUESTIONNAIRE SHEET

PREPARATION FOR THE INTERVIEW:

1. What should you know about the company before appearing for the interview?
2. What should you know about yourself before appearing for the interview?
3. How can you "practice" for an interview?

THE INTERVIEW:

1. Upon entering the prospective employer's presence, what should you do first?
2. Do you think it will help you to make a better first impression if you offer to shake hands with the prospective employer? Why?
3. What things do you intend to avoid saying or doing during the interview?
4. How should you act during the interview?
5. What things do you intend to say about previous employers in discussing your experience?
6. How can you tell the prospective employer things about you which you think might help you get the job, but about which he doesn't inquire?
7. What is a good question to ask a prospective employer, at the end of the interview, if he has not given you a job?
8. How will you make your departure at the end of the interview?

OVERCOMING COMMON DIFFICULTIES IN THE INTERVIEW:

1. How do you plan to get past the receptionist or the secretary to be interviewed by the correct person?
2. How should you occupy your time while waiting?
3. How will you answer the question, "Why did you leave your last job?"

(Continued)

4. How will you approach the question concerning salary?
5. What attitude should you take if, at some point in the interview, the prospective employer appears to be gruff with you?
6. If there is no job open for which you feel qualified, should you take a lesser position?

FOLLOWING UP JOB PROSPECTS:

1. How can you pave the way, at the end of an interview, to follow up a job prospect?
2. In what ways can you follow up a prospective employer after the first interview?
3. Should you wait for the prospective employer to call you back? Explain.
4. Should you wait for a decision on one job interview, before going on others?

COMMON INTERVIEW QUESTIONS

(As reported by 92 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University.)

1. In what school activities have you participated? Why? Which did you enjoy the most?
2. How do you spend your spare time? What are your hobbies?
3. Why do you think you might like to work for our company?
4. What courses did you like best? Least? Why?
5. How did you spend your vacations while in school?
6. What do you know about our company?
7. What extracurricular offices have you held?
8. What are your ideas on salary?
9. How did you rank in your graduating class in high school? College?
10. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
11. What do you think determines a person's progress in a good company?
12. Why do you think you would like this particular type of job?
13. Are you looking for a permanent or temporary job?
14. What kind of boss do you prefer?
15. Can you take instructions without feeling upset?
16. How did previous employers treat you?
17. What have you learned from some of the jobs you have had?
18. How long do you expect to work?
19. Have you ever had any difficulty getting along with fellow students and faculty?
20. What jobs have you enjoyed the most? The least? Why?

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DRESS AND MANNERISMS SHEET

DO'S	DON'TS
1. Be Neat	
Hair-----Clean and combed in a becoming style.	
Face-----Girls: Clean with natural looking make-up. Boys: Clean Shaven	
Clothes-----CLEAN and neatly pressed. Simple and appropriate for daytime business.	Slinky, sexy, glittery, too tight or too short. Soiled and wrinkled; too casual; pants (girls).
Purse-----Appropriate for day-time business; neat and not crammed full.	Too big, or obviously for evening too worn.
Shoes-----Appropriate for day-time business; <u>always</u> clean and polished.	Tennis shoes, glitter shoes, low-heel sandals.
Stockings-Always---Natural tones.	Glitter, fishnet, bare legs.
Perfume---Any mild scent used <u>very</u> sparingly.	Over-do it.
Hands-----Clean, neat, filed nails.	Peeling polish; gaudy rings; "Dragon" nails.
2. <u>Hygiene</u>	
Take a bath Use deodorant and/or anti-perspirant Brush teeth (use mouthwash) Use body lotion if skin is unusually dry and scaly.	Use cologne to block out bad body odor.
3. <u>General</u>	
Jewelry--Use in moderation	Gaudy, noisy, excessive
Sunglasses--Not inside	Wear during interview

(Continued)

DO'S	DON'TS
4. Vocal Mannerisms Speak clearly and distinctly Use a pleasant tone Say "yes" and "no" or "yes mam' " and no "mam' "	Put hand over mouth Mumble shout or slur Say "Yeah," "huh?" "what?"
5. Nervous habits	Hands-----bite nails, drum fingers, wring hands, put on face, or grab arms of chair Mouth----Chew gum, cough or sneeze without covering mouth, use a toothpick in public Feet-----Tap,shuffle, or take shoes off; sit pigeon toed Scratch Fiddle with hair, purse, or clothes.
---NONE PERMITTED---	
6. Things to remember	
Sitting --- Women: lady like position, keep knees together and skirt pulled down. Men: Sit up straight	Cross ankle over knee Slouch all over the chair
Eye contact-Look directly at the person to whom you are speaking and who is speaking to you.	Stare at the floor or out of the window.
Words -----Use only those with which you are familiar	Use profanity under any circumstances.
SMILE	GIGGLE

JOHN TURNER - ALVIN MURRAY
(ENGINEER) (DRAFTSMAN)

John Turner has been in the engineering department for the past seven years and is generally liked by all of his fellow workers. However, for the past six weeks there has been some conflict between John Turner and Alvin Murray, the junior draftsman. Alvin is a very capable draftsman, perhaps the best in his division. But, when things don't go right he becomes very irritable and "flies off the handle." Last week there was an incident that went like this:

JOHN: Alvin, I need drawings of these four layouts by 8:30 in the morning. Do you think you could knock them off by then?

ALVIN: No. I have two more jobs ahead of them. Anyway, I have a headache.

JOHN: Well, it's very important that this gets done and on time. Who asked for those other layouts? I'll check and see if they can be delayed awhile.

ALVIN: Well, you can go ahead if you want to, but I still won't have time for your job. What's the matter with this place anyway? Everybody sure is pushing me hare.

JOHN: I'm sorry you feel pushed, but we are all backlogged with work. And certain things take priority. You'll have to learn that.

ALVIN: Well, I've learned one thing, and that's that I'm tired of this pushing!

As managers this has been brought to your attention. What would you recommend? Here are some possible choices.

Alvin should be fired immediately.
Alvin should be warned and placed on probation.

(Continued)

Alvin should be transferred to another department.

Demand that Alvin work overtime and finish the job for John.

The supervisor should talk to Alvin and explain what the problem is, and arrive at a solution.

Alvin should be laid off work for a week or so, and his pay docked.

Have John apologise to Alvin for trying to push him around.

Call both of them in for a talk.

Let the two of them handle the problem in their own way.

Other, explain.

IMPORTANT INDICATORS OF ATTITUDE

1. Grooming
2. Deportment
3. Speech
4. Interest in work
5. Cooperation
6. Initiative
7. Adaptability
8. Ambition
9. Tact
10. Ability to accept criticism
11. Manner of following directions
12. Abuse of lunch and coffee breaks
13. Willingness to work overtime

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JOE ZALESKI CASE

Joe has been working for our company for two months. In the last month Joe missed four days of work and has been late almost every day. Joe's supervisor has called him into the office. The supervisor says:

SUPERVISOR: Joe, I've noticed you have been tardy a lot and missed several days of work. What seems to be the problem?

JOE: I was wondering when I would get the lecture about that.

SUPERVISOR: Look, I don't want to give you a lecture, but when someone is absent a lot, it shows on our production record.

JOE: If you don't believe I was sick I'll get a doctor's excuse.

SUPERVISOR: It isn't that I don't believe you Joe. I just wondered if there is a problem you might want to tell me about.

JOE: I told you I was sick. If I've got a problem I'll go see a priest. Now is there anything else you want?

SUPERVISOR: Joe, I didn't want it to get down to this, but I've got to meet my production quota. If you aren't able to get here everyday, I'll have to find a replacement for you.

JOE: Can I help it if I get sick?

SUPERVISOR: I don't hold it against you for being sick, but you always come in late, and you take extra long coffee breaks. Frankly, you're just not doing as much as you could on the days that you are here.

JOE: Hey, I do my share. For what I get paid, It's more than enough. Some of those other guys make twice as much as I do and I do more work than they do.

(Continued)

SUPERVISOR: Well, Joe, I don't see it that way and I hope to see some change.

JOE: I guess that's the way it is. You can't meet your quota so you have to find someone to chew out.

SUPERVISOR: Joe, I'm sorry you feel that way, but just remember what I told you. I suggest you take my advice seriously.